



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 10851275
SAU: Kittery School Department
School: Shapleigh Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

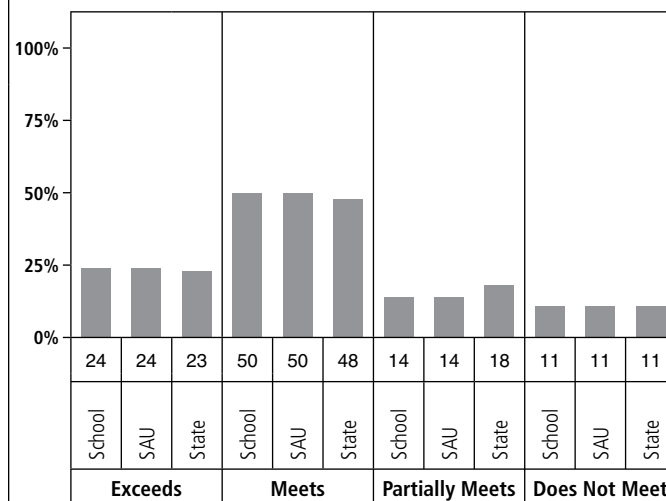
SAU: Kittery School Department

School: Shapleigh Middle School

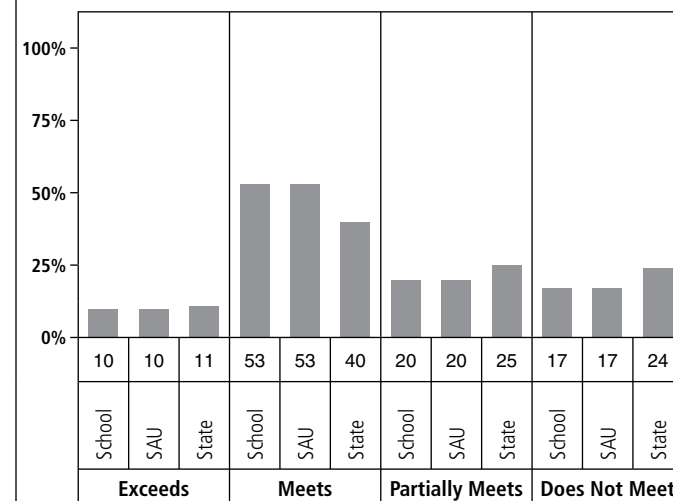
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	843	843	845
2006–2007	849	849	847
2007–2008	850	850	849
Cum. Avg. *	847	847	847
Mathematics			
2005–2006	840	840	840
2006–2007	843	843	842
2007–2008	845	845	841
Cum. Avg. *	843	843	841
Science & Technology			
2005–2006	844	844	846
2006–2007	849	849	847
2007–2008	849	849	847
Cum. Avg. *	847	847	847

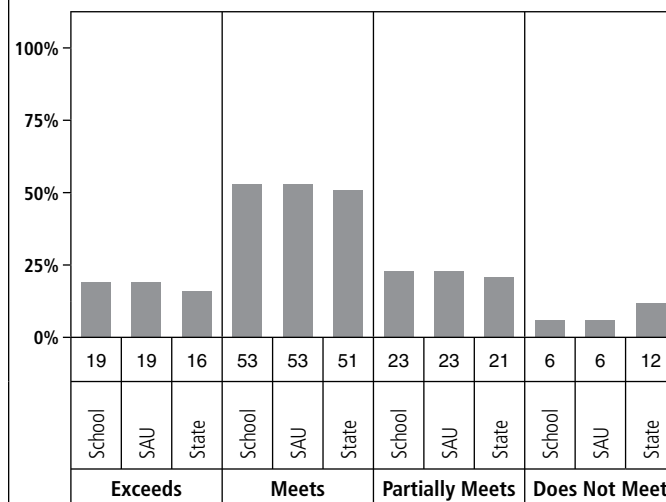
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Kittery School Department
 School: Shapleigh Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	70	100	70	100	15274	100	70	100	70	100	15102	99	70	100	70	100	15097	99	70	100	70	100	15080	99						
Ethnicity African American/Black	2	3	2	3	368	2	2	100	2	100	356	97	2	100	2	100	360	98	2	100	2	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	3	4	3	4	139	1	3	100	3	100	136	98	3	100	3	100	136	98	3	100	3	100	136	98						
Caucasian/White	65	93	65	93	14461	95	65	100	65	100	14312	99	65	100	65	100	14302	99	65	100	65	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	20	14	20	2508	16	14	100	14	100	2446	98	14	100	14	100	2441	98	14	100	14	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	18	26	18	26	5420	35	18	100	18	100	5329	99	18	100	18	100	5324	99	18	100	18	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	59	84	59	84	12703	83	59	84	59	84	12694	83	59	84	59	84	12710	83						
Identified disability (PET/IEP)	3	5	3	5	437	3	3	5	3	5	421	3	3	5	3	5	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	3	5	3	5	229	2	3	5	3	5	231	2	3	5	3	5	230	2						
Participation with accommodations	11	16	11	16	2221	15	11	16	11	16	2227	15	11	16	11	16	2197	14						
Identified disability (PET/IEP)	11	100	11	100	1832	82	11	100	11	100	1844	83	11	100	11	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Kittery School Department
School: Shapleigh Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	7	9	7	9	2695	17
	2006-2007	20	20	20	20	2407	16
	2007-2008	17	24	17	24	3428	23
	Cum. Total*	44	18	44	18	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	37	47	37	47	6830	42
	2006-2007	48	48	48	48	7494	49
	2007-2008	35	50	35	50	7179	48
	Cum. Total*	120	48	120	48	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	23	29	23	29	3741	23
	2006-2007	24	24	24	24	3628	24
	2007-2008	10	14	10	14	2706	18
	Cum. Total*	57	23	57	23	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	12	15	12	15	3003	18
	2006-2007	8	8	8	8	1810	12
	2007-2008	8	11	8	11	1611	11
	Cum. Total*	28	11	28	11	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.4	66.8	37.4	66.8	36.9	65.9
Literary Text	28	50	18.4	65.7	18.4	65.7	18.3	65.4
Informational Text	28	50	19.0	67.9	19.0	67.9	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: Kittery School Department
School: Shapleigh Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	17	24	35	50	10	14	8	11	850	70	24	50	14	11	850	14924	23	48	18	11	849
Ethnicity																						
African American/Black	2										2						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	3										3						131	18	38	27	17	846
Caucasian/White	65	17	26	33	51	9	14	6	9	851	65	26	51	14	9	851	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	5	36	2	14	7	50	833	14	0	36	14	50	833	2269	3	24	32	42	833
No	56	17	30	30	54	8	14	1	2	855	56	30	54	14	2	855	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	70	17	24	35	50	10	14	8	11	850	70	24	50	14	11	850	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	18	2	11	10	56	3	17	3	17	846	18	11	56	17	17	846	5222	12	44	25	19	843
No	52	15	29	25	48	7	13	5	10	852	52	29	48	13	10	852	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	70	17	24	35	50	10	14	8	11	850	70	24	50	14	11	850	14917	23	48	18	11	849
Gender																						
Female	36	14	39	16	44	3	8	3	8	855	36	39	44	8	8	855	7198	30	48	15	7	853
Male	34	3	9	19	56	7	21	5	15	845	34	9	56	21	15	845	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	70	17	24	35	50	10	14	8	11	850	70	24	50	14	11	850	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	70	17	24	35	50	10	14	8	11	850	70	24	50	14	11	850	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Kittery School Department

School: Shapleigh Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 16 59 20	0 1 10 6	0 9 24 43	1 5 21 7	33 45 51 50	1 2 7 0	33 18 17 0	1 3 3 1	33 27 7 7	837 842 851 856	4 16 59 20	0 9 24 43	33 45 51 50	33 18 17 0	33 27 7 7	837 842 851 856	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	35 46 10 9	11 5 1 0	46 16 14 0	9 20 2 3	38 63 29 50	3 3 3 1	13 9 43 17	1 4 1 2	4 13 14 33	855 850 844 839	35 46 10 9	46 16 14 0	38 63 29 50	13 9 43 17	4 13 14 33	855 850 844 839	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	19 58 17 6	6 10 1 0	46 25 8 0	6 21 6 1	46 53 50 25	1 5 4 0	8 13 33 0	0 4 1 3	0 10 8 75	861 851 845 827	19 58 17 6	46 25 8 0	46 53 50 25	8 13 33 0	0 10 8 75	861 851 845 827	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 63 25	0 12 5	0 29 29	2 22 9	25 52 53	3 5 1	38 12 6	3 3 2	38 7 12	835 852 852	12 63 25	0 29 29	25 52 53	38 12 6	38 7 12	835 852 852	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 49 43	0 6 11	0 19 39	1 17 12	20 53 43	1 7 2	20 22 7	3 2 3	60 6 11	831 849 855	8 49 43	0 19 39	20 53 43	20 22 7	60 6 11	831 849 855	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	32 62 6	5 12 0	24 29 0	10 22 1	48 54 25	3 5 0	14 12 0	3 2 3	14 5 75	849 854 826	32 62 6	24 29 0	48 54 25	14 12 0	14 5 75	849 854 826	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 45 13 25	5 10 1 1	42 32 11 6	6 16 5 7	50 52 56 41	0 5 2 3	0 16 22 18	1 0 1 6	8 0 11 35	858 854 846 840	17 45 13 25	42 32 11 6	50 52 56 41	0 16 22 18	8 0 11 35	858 854 846 840	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? “My knowledge of reading will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	46 41 7 6	9 8 0 0	28 29 0 0	18 12 2 2	56 43 40 50	1 5 3 1	3 18 60 25	4 3 0 1	13 11 0 25	853 850 843 840	46 41 7 6	28 29 0 0	56 43 40 50	3 18 60 25	13 11 0 25	853 850 843 840	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	0 67 0 33	0 0 0 0	0 0 0 0	2 100 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 1 100	0 0 0 100	851 816	0 67 0 33	0 0 0 0	100 0 0 0	0 0 0 100	0 0 0 100	851 816						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Kittery School Department
School: Shapleigh Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	6	8	6	8	1714	11
	2006-2007	16	16	16	16	1952	13
	2007-2008	7	10	7	10	1657	11
	Cum. Total*	29	12	29	12	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	31	40	31	40	5533	34
	2006-2007	33	33	33	33	5870	38
	2007-2008	37	53	37	53	5956	40
	Cum. Total*	101	41	101	41	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	21	27	21	27	4764	29
	2006-2007	28	28	28	28	3982	26
	2007-2008	14	20	14	20	3729	25
	Cum. Total*	63	25	63	25	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	19	25	19	25	4251	26
	2006-2007	24	24	24	24	3534	23
	2007-2008	12	17	12	17	3579	24
	Cum. Total*	55	22	55	22	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.6	53.8	8.6	53.8	8.4	52.5
Cluster 2: Shape and Size	14	25	6.6	47.1	6.6	47.1	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.6	57.5
Cluster 4: Patterns	18	32	10.4	57.8	10.4	57.8	8.9	49.4

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Kittery School Department
 School: Shapleigh Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	7	10	37	53	14	20	12	17	845	70	10	53	20	17	845	14921	11	40	25	24	841
Ethnicity																						
African American/Black	2										2						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	3										3						131	7	34	26	33	836
Caucasian/White	65	7	11	36	55	12	18	10	15	846	65	11	55	18	15	846	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	14	1	7	3	21	4	29	6	43	832	14	7	21	29	43	832	2265	1	14	22	62	824
No	56	6	11	34	61	10	18	6	11	848	56	11	61	18	11	848	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	70	7	10	37	53	14	20	12	17	845	70	10	53	20	17	845	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	18	2	11	8	44	4	22	4	22	842	18	11	44	22	22	842	5217	5	30	29	37	834
No	52	5	10	29	56	10	19	8	15	846	52	10	56	19	15	846	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	70	7	10	37	53	14	20	12	17	845	70	10	53	20	17	845	14914	11	40	25	24	841
Gender																						
Female	36	5	14	19	53	6	17	6	17	845	36	14	53	17	17	845	7199	11	40	26	23	841
Male	34	2	6	18	53	8	24	6	18	844	34	6	53	24	18	844	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	70	7	10	37	53	14	20	12	17	845	70	10	53	20	17	845	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	70	7	10	37	53	14	20	12	17	845	70	10	53	20	17	845	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Kittery School Department

School: Shapleigh Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	1	33	1	33	833	4	0	33	33	33	833	9	5	30	23	41	833
B. less than one hour	16	1	9	2	18	3	27	5	45	834	16	9	18	27	45	834	46	10	40	26	25	840
C. one to two hours	59	4	10	25	61	8	20	4	10	848	59	10	61	20	10	848	41	14	42	25	19	843
D. more than two hours	20	2	14	8	57	2	14	2	14	846	20	14	57	14	14	846	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	23	0	0	11	69	4	25	1	6	846	23	0	69	25	6	846	30	17	43	22	18	845
B. They match some of what I have learned.	36	5	20	10	40	5	20	5	20	846	36	20	40	20	20	846	50	10	42	26	22	841
C. They match just a little of what I have learned.	28	2	11	11	58	4	21	2	11	846	28	11	58	21	11	846	17	6	32	29	33	836
D. There is no match.	13	0	0	4	44	1	11	4	44	836	13	0	44	11	44	836	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	2	15	8	62	1	8	2	15	848	19	15	62	8	15	848	26	29	46	14	11	851
B. good	49	5	15	20	59	7	21	2	6	849	49	15	59	21	6	849	45	7	46	27	20	841
C. fair	23	0	0	6	38	6	38	4	25	839	23	0	38	38	25	839	23	1	26	34	38	833
D. poor	9	0	0	2	33	0	0	4	67	830	9	0	33	0	67	830	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	26	1	6	5	29	6	35	5	29	838	26	6	29	35	29	838	34	4	35	28	32	836
B. about the same as my regular schoolwork	45	1	3	18	60	6	20	5	17	844	45	3	60	20	17	844	52	10	43	26	21	842
C. easier than my regular schoolwork	29	5	26	10	53	2	11	2	11	851	29	26	53	11	11	851	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	28	3	16	7	37	8	42	1	5	848	28	16	37	42	5	848	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	60	4	10	25	61	5	12	7	17	846	60	10	61	12	17	846	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	3	38	1	13	4	50	831	12	0	38	13	50	831	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	7	0	0	1	20	1	20	3	60	826	7	0	20	20	60	826	9	6	38	27	29	837
B. two or three days a week	38	3	12	18	69	4	15	1	4	849	38	12	69	15	4	849	16	8	38	27	27	839
C. two or three times each month	33	3	13	13	57	5	22	2	9	849	33	13	57	22	9	849	28	12	41	27	21	843
D. never or almost never	22	1	7	4	27	4	27	6	40	838	22	7	27	27	40	838	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	31	3	14	9	43	3	14	6	29	845	31	14	43	14	29	845	38	14	42	23	21	843
B. two or three times a week	47	1	3	21	66	7	22	3	9	845	47	3	66	22	9	845	33	10	41	26	23	841
C. two or three times each month	9	2	33	1	17	1	17	2	33	843	9	33	17	17	33	843	18	10	36	27	27	840
D. never or almost never	13	1	11	5	56	2	22	1	11	846	13	11	56	22	11	846	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	29	2	10	13	65	1	5	4	20	845	29	10	65	5	20	845	54	14	44	23	18	844
B. agree	48	3	9	16	48	10	30	4	12	845	48	9	48	30	12	845	38	8	36	27	28	838
C. disagree	16	2	18	6	55	3	27	0	0	852	16	18	55	27	0	852	6	6	31	28	36	835
D. strongly disagree	7	0	0	1	20	0	0	4	80	824	7	0	20	0	80	824	2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	67	1	50	0	0	1	50	0	0	853	67	50	0	50	0	853						
C.	0										0											
D.	33	0	0	0	0	1	100	0	0	840	33	0	0	100	0	840						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Kittery School Department
School: Shapleigh Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	3	4	3	4	1879	12
	2006-2007	11	11	11	11	2192	14
	2007-2008	13	19	13	19	2371	16
	Cum. Total*	27	11	27	11	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	46	59	46	59	8604	53
	2006-2007	57	57	57	57	7916	52
	2007-2008	37	53	37	53	7630	51
	Cum. Total*	140	56	140	56	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	16	21	16	21	3618	22
	2006-2007	23	23	23	23	3340	22
	2007-2008	16	23	16	23	3175	21
	Cum. Total*	55	22	55	22	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	13	17	13	17	2174	13
	2006-2007	9	9	9	9	1865	12
	2007-2008	4	6	4	6	1731	12
	Cum. Total*	26	10	26	10	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.4	60.0	8.4	60.0	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.6	54.3	7.6	54.3	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.2	58.6	8.2	58.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.5	60.7	8.5	60.7	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Kittery School Department
 School: Shapleigh Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	70	13	19	37	53	16	23	4	6	849	70	19	53	23	6	849	14907	16	51	21	12	847
Ethnicity																						
African American/Black	2										2						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	3										3						131	5	50	22	23	842
Caucasian/White	65	13	20	34	52	15	23	3	5	850	65	20	52	23	5	850	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	14	2	14	1	7	7	50	4	29	836	14	14	7	50	29	836	2258	3	29	31	37	836
No	56	11	20	36	64	9	16	0	0	852	56	20	64	16	0	852	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	70	13	19	37	53	16	23	4	6	849	70	19	53	23	6	849	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	18	3	17	5	28	8	44	2	11	843	18	17	28	44	11	843	5206	8	45	28	20	842
No	52	10	19	32	62	8	15	2	4	851	52	19	62	15	4	851	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	70	13	19	37	53	16	23	4	6	849	70	19	53	23	6	849	14900	16	51	21	12	847
Gender																						
Female	36	4	11	22	61	8	22	2	6	848	36	11	61	22	6	848	7196	14	52	23	12	847
Male	34	9	26	15	44	8	24	2	6	850	34	26	44	24	6	850	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	70	13	19	37	53	16	23	4	6	849	70	19	53	23	6	849	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	70	13	19	37	53	16	23	4	6	849	70	19	53	23	6	849	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Kittery School Department
School: Shapleigh Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 16 59 20	0 2 9 2	0 18 22 14	1 3 23 9	33 27 56 64	2 5 7 2	67 45 17 14	0 9 2 1	0 9 5 7	839 846 851 849	4 16 59 20	0 18 22 14	33 27 56 64	67 45 17 14	0 9 5 7	839 846 851 849	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	29 40 19 12	5 4 1 3	25 15 8 38	8 14 11 3	40 52 85 38	6 7 0 2	30 26 0 25	1 2 1 0	5 7 8 0	848 848 850 853	29 40 19 12	25 15 8 38	40 52 85 38	30 26 0 25	5 7 8 0	848 848 850 853	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	26 55 16 3	7 5 1 0	39 13 9 0	7 22 6 1	39 58 55 50	3 9 3 1	17 24 27 50	1 2 1 0	6 5 9 0	851 849 847 846	26 55 16 3	39 13 9 0	39 58 55 50	17 24 27 50	6 5 9 0	851 849 847 846	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 58 21	3 7 3	21 18 21	9 19 6	64 50 43	1 10 4	7 26 29	1 2 1	7 5 7	851 849 848	21 58 21	21 18 21	64 50 43	7 26 29	7 5 7	851 849 848	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	27 57 16	7 4 2	39 11 18	6 26 2	33 68 18	4 7 5	22 18 45	1 1 2	6 3 18	853 850 840	27 57 16	39 11 18	33 68 18	22 18 45	6 3 18	853 850 840	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	21 22 22 34	2 2 6 2	14 13 40 9	10 7 4 15	71 47 27 65	1 5 4 5	7 33 27 22	1 1 1 1	7 7 7 4	852 846 851 848	21 22 22 34	14 13 40 9	71 47 27 65	7 33 27 22	7 7 7 4	852 846 851 848	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	28 47 19 6	6 5 1 1	32 16 8 25	7 19 8 2	37 59 62 50	4 6 4 1	21 19 31 25	2 2 0 0	11 6 0 0	850 849 849 849	28 47 19 6	32 16 8 25	37 59 62 50	21 19 31 25	11 6 0 0	850 849 849 849	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	24 39 16 21	4 7 1 1	25 27 9 7	7 12 8 9	44 46 73 64	4 6 1 3	25 23 9 21	1 1 1 1	6 4 9 7	848 852 850 845	24 39 16 21	25 27 9 7	44 46 73 64	25 23 9 21	6 4 9 7	848 852 850 845	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	0 67 0 33	 0 0	 0 0	2 100 0	0 0 0	0 0 1	100 100	0 0 0	0 0 0	834 851 834	0 67 0 33	 0 0	100 100	0 0 0	0 0 0	834 851 834	 	 	 	 	 	

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